

## Successful RtI Selection and Implementation Practices

Dr. Lawrence D. Tihen  
Executive Director of Curriculum and Staff Development

Maria Callis Schneider  
Secondary Reading Coordinator

Virginia Department of Education RtI Summer Conference  
July 2009

---

---

---

---

---

---

---

### School District of Lee County Demographics

- Number of Students – 80,000
- Number of New Students- 16,500
- Percentage Minority/Majority- 52%/48%
- Percentage Free/Reduced Lunch- 65%
- Number of Languages/Countries represented- 98/159

---

---

---

---

---

---

---

### School District of Lee County Demographics

- Number of Teachers – 4,948
- Number of New Teachers Each Year- 300-600
- Number of District Schools – 94
- 47% of new students to our district perform below grade level standards on district and state assessments.

---

---

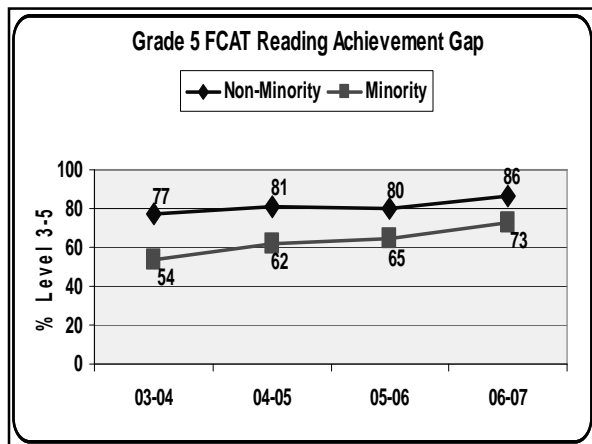
---

---

---

---

---




---

---

---

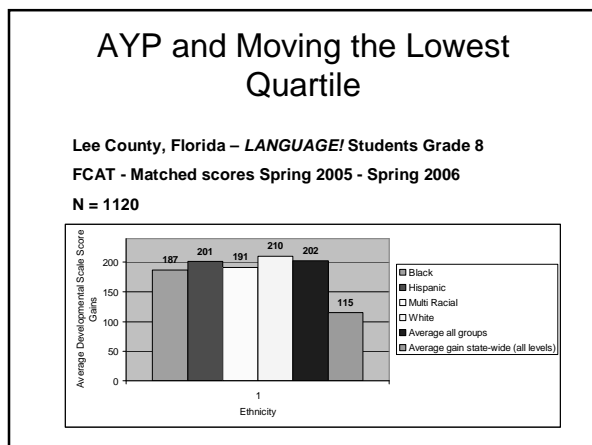
---

---

---

---

---




---

---

---

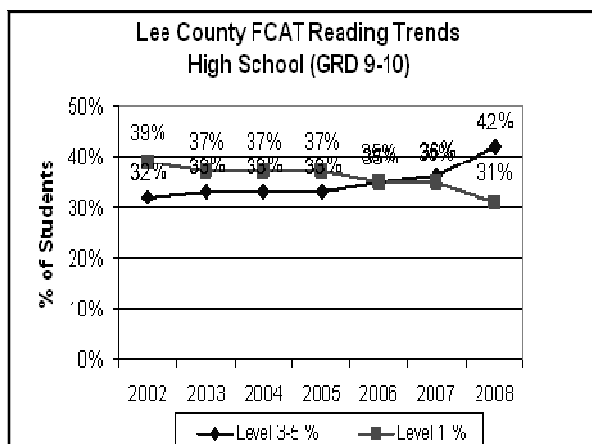
---

---

---

---

---




---

---

---

---

---

---

---

---

- Identifying Student Needs
- Addressing Environmental Readiness
- Providing Support Structures
- Implementing Accountability Measures

[illegible]

- Identify, train on, and administer diagnostic assessments
- Establish data-based assessment tracking processes
- Progressively in-depth diagnostics provided as student need indicates
- Example of in-depth analysis

---

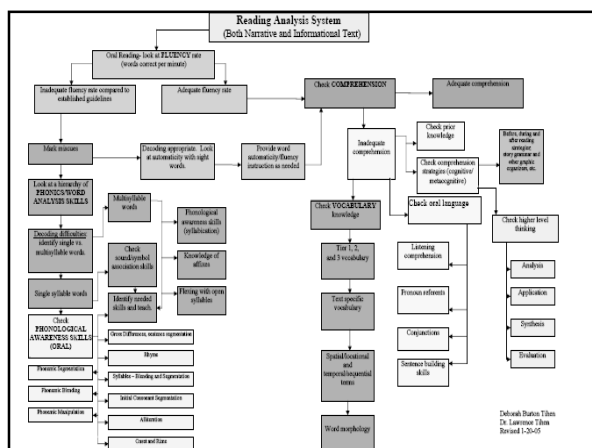
---

---

---

---

---



---

---

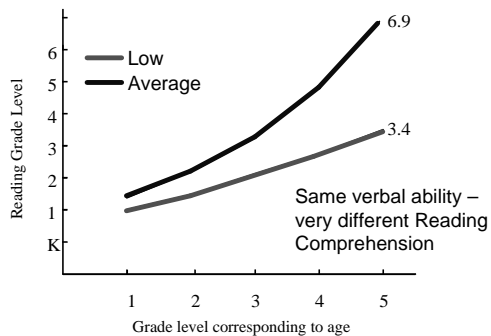
---

---

---

---

Growth in reading comprehension of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)




---

---

---

---

---

---

---

---



What skills are particularly deficient in level 1 and level 2 readers at 10th grade?

Skill/Ability	FCAT Performance Level				
	1	2	3	4	5
WPM on FCAT	130	154	175	184	199
Fluency percentile	8 <sup>th</sup>	30 <sup>th</sup>	68 <sup>th</sup>	87 <sup>th</sup>	93 <sup>rd</sup>
Verbal knowledge /reasoning	30 <sup>th</sup>	60 <sup>th</sup>	66 <sup>th</sup>	84 <sup>th</sup>	89 <sup>th</sup>

---

---

---

---

---

---

---

---

## Environmental Readiness

- Reading First Initiative
- Leadership/Principal Preparation and Input
- Inclusion Processes
- District Rtl Committee
- Monthly leveled principal meetings

---

---

---

---

---

---

---

---

### Reading First Initiative

- Employed 23 Reading Coaches
- Weekly Trainings for the Reading Coaches
- Implemented Coaches Log
- District-wide Assessments
- Immediate Intensive Intervention Requirements

---

---

---

---

---

---

---

### Leadership/Principal Preparation and Input

- Met with Principals to provide an overview of the nature, purpose, and components of the RtI process
- Asked for specific challenges they might face regarding implementation
- Gathered their input/recommendations on how we could best support them in this process
- Identified school-based resources

---

---

---

---

---

---

---

### Inclusion Processes

- District-wide Inclusion process already existed at all levels
- RtI was aligned with the already existing inclusion processes
- Students move across the tiers whether they are coming out of self-contained ESE classes or moving up through the tiers as a regular ed student

---

---

---

---

---

---

---

### District Rtl Committee

- Composed of principals, psychologists, teachers, counselors, and district staff
- Meets monthly
- Addresses challenges of implementation and recommends revisions to the process
- Assists in district Rtl training initiatives
- Serves to standardize the implementation of Rtl across the district

---

---

---

---

---

---

---

### Monthly Leveled Principal Meetings

- Always include a Curriculum and Staff Development component
- Updates on the Rtl process are provided monthly
- Principal concerns/recommendations are addressed
- Resource needs are addressed

---

---

---

---

---

---

---

### Support Structures

- Rtl Reference Manual and User's Guide
  - <http://studentservices.leeschools.net/pdf/RTI%20Manual-update8-27-08.pdf>
- District Rtl Teams
- Rtl Academic Coaches
- Reading Coaches
- District PBS Initiative

---

---

---

---

---

---

---

## Rtl Reference Manual

- Chapter 1: Definition, Main Ideas
- Chapter 2 : Tiers, Problem Solving Process, Parent Participation
- Chapter 3 : Positive Behavior Support
- Chapter 4: Speech and Language
- Chapter 5: English Language Learners
- Chapter 6: RTI and Exceptional Student Education
- Frequently Asked Questions, References and Resources, Online Resources

---

---

---

---

---

---

---

---

## Rtl Reference Manual Appendices

- Flow Charts
- Three-Tiered Model Matrix-Reading and Math
- Roles of RTI Team Members
- Sample Progress Monitoring Graph
- Parent Brochure
- Behavior Problem Solving RTI
- Positive Behavior Support in Action
- Communication Skills Screening Checklist
- Rtl Action Plan Worksheet
- Request for Evaluation Worksheet

---

---

---

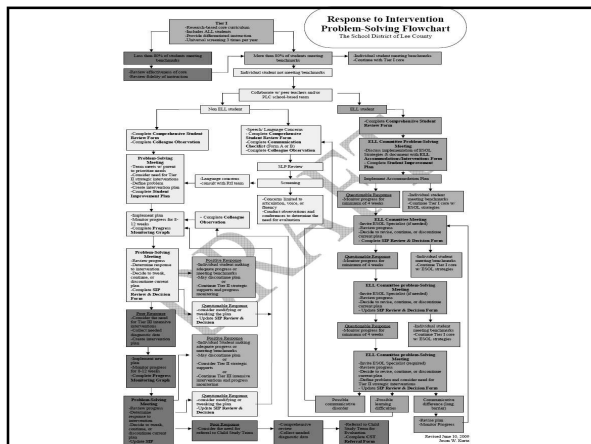
---

---

---

---

---




---

---

---

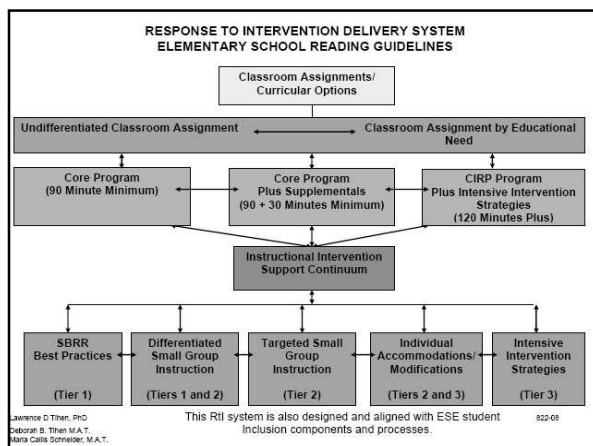
---

---

---

---

---




---

---

---

---

---

---

---

---

### RtI Reading Instructional Programs

	Tier 1	Tier 2	Tier 3
<b>K - 5</b>	CCRP 90 minutes	CCRP + SIRP(s) 90 minutes + 30 minutes	CIRP 120 minutes +
<b>6 - 8</b>	Content Area Teachers implementing vocabulary development and reading comprehension strategies Across the Day	DRP Single Period	CIRP Double Period
<b>9 - 12</b>	Content Area Teachers implementing vocabulary development and reading comprehension strategies Across the Day	SIRP(s) Single Period	CIRP Double Period

---

---

---

---

---

---

---

---

### Reading Program Selection Rubrics

■ Instructional Design
■ Phonological Awareness Instruction
■ Phonemic Awareness Instruction
■ Phonics Instruction
■ Fluency Instruction
■ Vocabulary Instruction
■ Comprehension Instruction
■ Motivation and Engagement
■ Assessment
■ Professional Development

---

---

---

---

---

---

---

---



TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specificity</u> targeted instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
<u>Academic Engaged Time (AET)</u>	Ninety (90) Minute Block of Uninterrupted Reading Instruction (U)	Ninety (90) Minute Block, with an Additional Tertiary (30) Minutes of intervention (u) <u>Increased</u> Systematic Explicit Instruction and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention) <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBA)

Dr. Lawrence Tihen  
Deborah Burton Tihen, M. A. T.  
Maria Callis Schneider, M. A. T.  
3-30-2009

- Accompanies Rtl Resource Manual
- Provides preliminary and basic information for readers/users unfamiliar with the Rtl processes
- Living Document
- Updated as needed through the Rtl Committee

- Support schools with implementation of the RtI processes
- Two teams per zone
- Each team composed of:
  - RtI Academic Coach
  - ELL Academic Coach
  - Behavior Support Specialist
  - RtI Process Specialist

### RtI Academic Coaches

- Support teachers in their classrooms with implementation of the RtI processes
- Approximately 40 for the district
- Funded by Stimulus dollars
- Hired and Evaluated directly by the Curriculum Department
- Assigned out to schools on an as needed basis with RtI logs maintained
- Meet/trained bi-weekly as a group

---

---

---

---

---

---

---

### Reading Coaches

- Support Secondary Schools with the implementation of the district reading initiatives
- Funded through state K-12 Comprehensive Reading Plan Grant
- Hired and Evaluated directly by the Curriculum Department
- Assigned out to schools on an as needed basis with Coach logs maintained
- Trained in conjunction with RtI teams

---

---

---

---

---

---

---

### District PBS Initiative

- District has adopted Positive Behavior Support as a behavior support system
- Phase-in implementation process for all schools
- RtI teams and the ESE Department's Behavior Specialists support the implementation
- Psychologist's role redefined to support RtI behavioral component
- Focus moves from the school, to the classroom, to the student as needed

---

---

---

---

---

---

---

## Accountability Measures

- Progress Monitoring Assessments
- Principal's Fidelity Verification
- Summative Assessment Processes
- District-wide Standardized Data Collection Processes
- Coach Log

---

---

---

---

---

---

---

---

## Progress Monitoring Assessments

- Elementary Schools
  - DIBELS
  - Math Bins
  - Writing Prompts
  - Curriculum-based Assessments
  - FAIR
- Secondary Schools
  - FORF
  - Maze
  - Writing Prompts
  - Curriculum-based Assessments
  - FAIR

---

---

---

---

---

---

---

---

## Curriculum-based Assessments

Assessment Scores to Consider for High School Reading Rtl Placement Process

Students in two-period Intensive Reading Class	Students in one-period Intensive Reading Class
1. <i>LANGUAGE!</i> Placement Assessment/Progress Indicator Assessments: <ul style="list-style-type: none"> <li>• end of each semester</li> <li>• entered into Mainframe</li> </ul>	1. <i>LANGUAGE!</i> Assessments from previous year (if student had been in <i>LANGUAGE!</i> ): <ul style="list-style-type: none"> <li>• see adjacent column</li> </ul>
2. <i>LANGUAGE!</i> Summative Assessments: <ul style="list-style-type: none"> <li>• end of each semester</li> <li>• entered into Student Data Sheet (currently working to house these in Achievement Series)</li> </ul>	2. <i>Maze Assessments:</i> <ul style="list-style-type: none"> <li>• three times per year</li> <li>• entered into FCRR's Progress Monitoring &amp; Reporting Network then transferred into Mainframe</li> </ul>
3. Florida Oral Reading Fluency Assessments: <ul style="list-style-type: none"> <li>• three times per year</li> <li>• entered into FCRR's Progress Monitoring &amp; Reporting Network then transferred into Mainframe</li> </ul>	3. <i>Teen Biz Assessments:</i> <ul style="list-style-type: none"> <li>• "How are my students performing on standards" Report               <ul style="list-style-type: none"> <li>• updated weekly</li> <li>• able to customize window</li> <li>• "How has reading performance changed over time?"</li> <li>• "How has Lexile performance changed over time (Summative LevelSet)?"</li> </ul> </li> </ul>
4. <i>LANGUAGE!</i> Content Mastery Assessments: <ul style="list-style-type: none"> <li>• at least three times per twelve units of instruction throughout year</li> <li>• entered into Student Data Sheet (currently working to house these in Achievement Series)</li> </ul>	4. Reader's Handbook/Reading and Writing Sourcebook Curriculum Assessments: <ul style="list-style-type: none"> <li>• At least one time per unit per twelve units of instruction per throughout year</li> </ul>

---

---

---

---

---

---

---

---

## Principal's Fidelity Verification

FIDELITY VERIFICATION – PRINCIPAL REPORT  
LANGUAGE! CURRICULUM: 2008 – 2009 SCHOOL YEAR

SCHOOL: \_\_\_\_\_

Fidelity Verification Schedule	Activity Description	List Date	Enter Your LANGUAGE! Teacher's Initials Under Each Number									
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Aug. 18 – Aug. 29	Delivered District Introduction Lesson	List Unit #										
Sept. 2 – Oct. 29	Instruction	List Unit #										
Oct. 30 – Jan. 13	Instruction	List Unit #										
Jan. 14 – Jan. 16	Summative & Progress Indicators Assessment	List Date										
Jan. 21 – Mar. 26	Instruction	List Unit #										
Mar. 30 – June 5	Instruction	List Unit #										
June 8 – June 10	Summative ** & Progress Indicators Assessment	List Date										

\* This time frame includes multi-media research projects & presentations for Books E & F. \*\* The Summative serves as a District common assessment and is entered as one of the student's grades. This document is to be used in conjunction with the LANGUAGE! Pacing Guide for 2008 – 2009.

Assistance Provided (as Fidelity Verification Indicates Necessary):

Progress on Assistance Provided:

Quarter 1: Principal Signature: \_\_\_\_\_  
(Due by Nov. 5, 2009)

Quarter 2: Principal Signature: \_\_\_\_\_  
(Due by Jan. 27, 2009)

Quarter 3: Principal Signature: \_\_\_\_\_  
(Due by Apr. 3, 2009)

Quarter 4: Principal Signature: \_\_\_\_\_  
(Due by June 16, 2009)

### LANGUAGE! Pacing Guide 2008–2009 School Year

Dates	LANGUAGE! Unit		
	Level A & B	Level C & D	Level E & F
August 18 – August 29	Delivery of district introduction lesson & Introduction	Delivery of district introduction lesson, Introduction & Review	Delivery of district introduction lesson, Introduction & Review
September 2 – September 17	Unit 1	Unit 13	Unit 25
September 18 – October 7	Unit 2	Unit 14	Unit 26
October 8 – October 23	Unit 3	Unit 15	Unit 27
October 24 – October 29	Instructional Make-Up and Assessment Days	Instructional Make-Up and Assessment Days	Instructional Make-Up and Assessment Days
October 30 – November 18	Unit 4	Unit 16	Unit 28 -includes Multimedia Presentations
November 19 – December 9	Unit 5	Unit 17	Unit 29 -includes Multimedia Presentations
December 10 – January 8	Unit 6	Unit 18	Unit 30 -includes Multimedia Presentations
January 9 – January 13	Content Mastery Make-up and Summative Review	Content Mastery Make-up and Summative Review	Additional Multimedia Presentations, Content Mastery Make-up, and Summative Review
January 14 – January 16	Mid-Year Exam Assessment: Summative and Progress Indicators Book A	Mid-Year Exam Assessment: Summative and Progress Indicators Book C	Mid-Year Exam Assessment: Summative and Progress Indicators Book E

## Summative Assessment Processes

- SAT-10 and Peabody Picture Vocabulary Test for grades K-2
- FCAT for grades 3-10
- District pre and post tests for all major subject areas for secondary schools
- Curriculum-based Assessments

### District-wide Standardized Data Collection Processes

- Standardized data collection instruments to be utilized across all levels
- RtI teams and Academic Coaches support the implementation of these data collection instruments
- Allows for better definition of appropriate “student improvement projection lines” through district trends

---

---

---

---

---

---

---

### Components for Successful RtI Implementation

- Identifying Student Needs
- Addressing Environmental Readiness
- Providing Support Structures
- Implementing Accountability Measures

---

---

---

---

---

---

---

### Thank you

for the contributions **You** make to **RtI**  
for the **Students** in your districts!



---

---

---

---

---

---

---

## Contact Information

Dr. Lawrence D. Tihen  
Executive Director of  
Curriculum, Staff  
Development, and  
Continuous  
Improvement

[LarryTi@leeschools.net](mailto:LarryTi@leeschools.net)  
Curriculum & Staff Development  
Center  
The School District of Lee  
County  
2855 Colonial Blvd.  
Fort Myers, FL 33966-1012  
(239) 337-8134

Maria Callis Schneider  
Secondary Reading  
Coordinator

[MariaLS@leeschools.net](mailto:MariaLS@leeschools.net)  
Curriculum & Staff Development  
Center  
The School District of Lee County  
2855 Colonial Blvd.  
Fort Myers, FL 33966-1012  
(239) 335-1423

---

---

---

---

---

---

---

---